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ABSTRACT

The Visiting Team Guidelines for Evaluation of Pennsylvania School Districts was prepared as a companion document for the three Pennsylvania Educational Needs Assessment Self-Study Guides for elementary schools, middle/junior high schools, and secondary schools. The purpose of these guidelines is to assist personnel of the school district and members of the visiting team, including the chairperson, in the utilization of the self-study guides. The contents discuss the history and purpose of the Pennsylvania Educational Needs Assessment Self-Study, the benefits of the evaluation made by a visiting team, duties of visiting team members, duties of the visiting team chairperson, and duties of a local district for an evaluation team visitation. The appendices include: (1) selection of visiting team members and pre-visit correspondence, (2) committee report form, (3) courtesy letters to visiting team members and cooperating school district personnel, and (4) Pennsylvania Needs Assessment Relationship to Pennsylvania's Long Range Plan for School Improvement. (PN)

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SCHOOL IMPROVEMENT

The Visiting Team Guidelines for Evaluation of Pennsylvania School Districts

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Pennsylvania Department of Education 1983

The Visiting Team Guidelines for Evaluation of Pennsylvania School Districts

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Department of Education
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Mary Kennedy, Director

Division of Planning and Dissemination
Irene Elisabeth Jordan, Chief
Eugene Urbanski, Coordinator

Office of Basic Education
Margaret A. Smith, Deputy Secretary and Commissioner for Basic Education

Bureau of School Improvement
Donald Clark, Director
James Blair, School Improvement Coordinator

Bureau of Vocational Education
Jerry Olson, Director
Kenneth J. Adams, Coordinator

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INTRODUCTION

The Visiting Team Guidelines for Evaluation of Pennsylvania School Districts has been prepared as a companion document for the three Pennsylvania Educational Needs Assessment Self-Study Guides. The purpose of these guidelines is to assist personnel of the school district and members of the visiting team, including the chairperson, in the utilization of the self-study guides. It is extremely valuable to invite a group of "visiting" educators to react to the staff's self-study. This reaction or report should aid in emphasizing the district's educational priorities and should contain recommendations to improve the overall school program. The Visiting Team Report should also assist the district with its Long Range Plan for School Improvement.

The members of the Task Force who developed these guidelines sincerely hope that school districts will find them helpful in improving the quality of their educational programs.

TASK FORCE MEMBERS

John T. Lambert, Chairperson
Assistant to the Superintendent
for Curriculum and Instruction
Administration Center
East Stroudsburg Area School District
P.O. Box 298, North Courtland Street
East Stroudsburg, PA 18301

Ann Moniot
Administrative Assistant to
Deputy Associate Superintendent
Office of School Management
341 S. Bellefield Avenue
Pittsburgh, PA 15213

Larry Palko
Elementary Supervisor
Minersville Area School District
R.D. #1, Box 1259
Pottsville, PA 17901

James B. Schmunk
Assistant Executive Director
Management Training and School
Evaluation
Allegheny Intermediate Unit
Two Allegheny Center, Suite 1300
Pittsburgh, PA 15212

Eugene Urbanski
Basic Education Associate
Pennsylvania Department of Education
Bureau of Planning, Research, Evaluation
and Dissemination
333 Market Street, P.O. Box 911
Harrisburg, PA 17108

HISTORY OF PENNSYLVANIA'S EDUCATIONAL NEEDS ASSESSMENT SELF-STUDY

Self-study is essential if educational improvement is to be achieved. A systematic analysis directs attention to strengths and weaknesses which can facilitate desirable change in all facets of the educational system. This was the thrust when the Pennsylvania Faculty Self-Study was initiated in 1957 and continues to be true in the '80s.

The first Pennsylvania Faculty Self-Study Committee, formed in 1957 by the Department of Public Instruction, went to the "grass roots" for information. This practice has continued as revisions and additions have been achieved. The first guide, revised in 1961, was for elementary school evaluation only. Information from the field emphasized a need for a more comprehensive guide, which was completed in 1963 and pilot-tested during the 1964-65 school year. School districts across the Commonwealth began to utilize this guide for educational improvement. As a companion document Guidelines for Visiting Teams was developed in 1971.

In 1979 the Department of Education selected a committee to revise the elementary guide and to develop a Middle/Junior High School and Secondary School Needs Assessment Self-Study Guide. These guides were to be compatible with Pennsylvania's Long Range Plan for School Improvement. The committee developed working drafts which were circulated across the Commonwealth for review. The 1980 Shippensburg Curriculum Conference provided an opportunity for additional review of the documents. The committee also met with Pennsylvania State Education Association and Pennsylvania Federation of Teachers curriculum delegates. Suggestions from all groups were incorporated into the final documents in July 1981. In September 1981 three new self-study guides were published which dealt with the Twelve Goals of Quality Education and Pennsylvania's Long Range Plan for School Improvement, as well as other facets of an outstanding educational program. These guides are:

- Pennsylvania's Educational Needs Assessment Self-Study for Elementary Schools.
- Pennsylvania's Educational Needs Assessment Self-Study for Middle/Junior High Schools.
- Pennsylvania's Educational Needs Assessment Self-Study for Secondary Schools.

PURPOSE OF PENNSYLVANIA'S EDUCATIONAL NEEDS ASSESSMENT SELF-STUDY

Education is the formal vehicle by which we prepare children to respond to the challenges of time and a future we do not yet know. It is a constantly changing arena impacted by complex technological changes, an ever-expanding body of knowledge, and a rapidly changing society. As such, schools cannot function in isolation or establish programs which remain stagnant over long periods of time. Quality education is dependent upon the ability of school building and district personnel to utilize procedures which adequately define needs, establish a process for planned change, and provide for the implementation of plans which result in the improvement of educational programs.

Effective models for curriculum change and improvement inevitably begin with and rely heavily upon a needs assessment element. If schools are to meet the ever-changing needs of students and society, continuous evaluation of the educational system is inescapable. The utilization of a formal process for evaluation increases the potential for significant program improvement within the school building/district. To this end the Pennsylvania Needs Assessment Self-Study documents have been developed with the belief that such an evaluation process:

- promotes the professional growth of the staff. The professional staff members become integrally involved in a process which provides better educational opportunities for all students.

- contributes to the development of a common philosophy. Developing plans to improve school programs focuses efforts on the achievement of building and district goals.

- involves staff members in cooperative study. Faculty committees work on assigned areas to determine the most recent thinking on methods and content. The process of reaching consensus on the report involves discussion and idea-sharing which is conducive to a concerted team effort.

- identifies areas of strengths and weaknesses. A comprehensive evaluation of the total school program provides specifics on strengths and weaknesses which form the basis for improvements.

- provides for the collection of data useful in the decision-making process. In the course of the evaluation process a variety of data are collected and organized which the school can use in an ongoing manner.

- facilitates the identification of problem areas and the development of priorities. Improvement efforts are too often based on informal evaluation procedures which lack adequate direction and goals. The evaluation should result in concise recommendations for inclusion in the School Improvement action plan.

- provides evidence to substantiate program effectiveness. Evaluation often is perceived as a negative process in which growth is based on a critical review. On the contrary, evaluation data often illustrate program effectiveness and identify methods and techniques which should be continued in order to maintain positive aspects of school programs.

- provides the community with an understanding of the school program. The evaluation can be an excellent public relations program. It presents the opportunity to involve the community more actively and it illustrates the desire to use resources and capabilities in an efficient manner to foster continuous growth.

- facilitates the development of the Long Range Plan for School Improvement. In order to meet the requirements of the Long Range Plan and comply with the state mandate, a process for assessing needs and providing data can be effectively managed to prevent the duplication of effort and make efficient use of administrative time.

- establishes a systematic process for organized change. In order to make significant improvement efforts, a change process within a building or district must be clearly understood by the staff, based on a valid assessment of needs, and coordinated as a cyclical process on a multi-year time sequence.

BENEFITS OF THE EVALUATION MADE BY A VISITING TEAM

A school district's personnel and its programs benefit from an evaluation conducted by peers. Such evaluation provides objective comments, supportive insight and unbiased guidance. The visiting team:

- impartially reacts to the outcomes which the district and building staff states are being achieved as a result of the staff's fulfillment of the district's educational philosophy.

- studies the strengths and weaknesses of the school's program and makes commendations and/or recommendations in accordance with the district's educational philosophy.

- presents to the district a written report on each building's educational program as well as a districtwide composite report.

- assists the district in fulfilling the needs assessment criteria required by the Department of Education's Long Range Plan for School Improvement.

- The members of the team also benefit from the visit. The experience provides a professional enrichment that can be gained in no other way.

The chart in Appendix D provides a practical and systematic resource for Pennsylvania school districts involved in completing the "Needs Assessment Process" (Steps 2A and 2B) of the Long Range Plan for School Improvement (LRPSI). This chart illustrates the relationship of the Pennsylvania Needs Assessment - Self-Study (Elementary, Middle/Junior, and Secondary) and the Visiting Team Guidelines to the Long Range Planning Process.

DUTIES OF VISITING TEAM MEMBERS

Prior to the visitation, the team member:

1. studies all the materials and data forwarded by the district.

2. reports immediately to the visiting team's chairperson any emergencies affecting the member's participation in the evaluation process.

During the visitation, the team member:

1. reports to the building/district host upon entering the building/district.

2. evaluates all aspects of the educational program in terms of the district's philosophy and objectives.

3. adheres strictly to all schedules during the visitation.

4. clears any changes in schedule with the chairperson.

5. completes all evaluation forms in subcommittees during the scheduled afternoon and evening conference sessions.

6. places his/her initials in the upper right-hand corner to indicate agreement of the report.

After the visitation, the team member:

1. refrains from discussing any aspect of the evaluation except as contained in the final written report.

2. reviews the evaluation process/experience with the chairperson.

3. sends a courtesy letter to his/her superintendent for allowing him/her to participate in the evaluation process.

DUTIES OF THE VISITING TEAM CHAIRPERSON

Prior to the visitation, the chairperson:

1. meets with the superintendent, evaluation coordinator, and staff representatives from each building to resolve

   a. the size and composition of the visiting team,
   b. the dates for the visitation, and
   c. the scheduling of events.

2. maintains continuous contact with the evaluation coordinator.

3. obtains master schedules for each building to be evaluated.

4. finalizes the selection of the members of the visiting team after conferring with the appropriate district representative, considering the distance involved, budget limitations, geographical representation and personalities.

5. notifies all visiting team members of the locations and phone numbers of the motel and school district.

6. informs all members of the date, time, and place of first team meeting.

7. arranges for a reception following the opening orientation meeting for central and building administration, board members, steering committee members, visiting team members, and other persons deemed appropriate.

During the visitation, the chairperson:

1. conducts an orientation meeting with members of the visiting team to

   a. discuss team organization and conduct during the visiting phase of the evaluation,
   b. review the visitation schedule, including dates, times and places of all visits and meetings,
   c. establish a timeline for the completion of written committee reports,
   d. provide instructions for submitting expense vouchers,
   e. collect emergency information from visiting team members, and
   f. make known his/her availability in assisting each committee with any problem(s) which may occur.

2. conducts evening meetings during which subcommittee reports are heard, discussed and approved with agreement being reached on the salient points to be included in the visiting team's report to the district.

3. makes provisions to receive visiting team's written reports.

4. reviews, approves and submits visiting team members travel vouchers to the evaluation coordinator.

5. presents an oral report to the entire staff of the district, and, if possible, the school board and/or its representatives, and the steering committee.

The oral report:

The chairperson should deliver to the staff of the district an oral report of the visiting team's findings at an exit meeting. This report is the first formal report on the district's/school(s) self-study and should be limited to 25 to 30 minutes.

Within the limited timeframe, the chairperson should highlight the specific commendations and recommendations identified by the team. The report should contain a balance of commendations and concerns of the team. Concerns should be expressed positively as recommendations.

The report should include:

1. Opening remarks which

   a. include comments to relieve tension of staff,
   b. recognize the work of staff in preparing for, and assisting with the visitation, and
   c. emphasize that the report/visit is to assist the district/school(s) to validate the priority areas identified for school improvement.

2. Commentary which

   a. identifies significant commendations observed by the team,
   b. provides specific recommendations in areas for improvement, and
   c. identifies any major discrepancies between the self-study and visiting team findings.

3. Concluding remarks which

   a. instruct the district to provide a copy of the written report, when available, to each staff and visiting team member,
   b. remind the district that its next step is to begin developing action plans for making improvements,
   c. express appreciation on behalf of the team for hospitality given and the team's experience gained in the visitation, and
   d. end on a positive note.

After the visitation:

The Chairperson should submit a written report for each building and a composite for the district within forty (40) working days following the visit to the district. In the development of the report, the chairperson should avoid mentioning individual staff members by name or by designation and be positive in nature.

The report should include:

1. the name and address of the district and/or school(s).

2. dates of the visit.

3. a list of the team members.

4. the purpose of the visit.

5. a schedule of events.

6. a succinct statement of two or three pages which highlights the major characteristics of the district or school(s). It is the writing of this section which calls for educational statesmanship on the part of the chairperson. This section, which pulls together the major findings about the district or school(s), is likely to be the part of the report which will be given the greatest attention by the public. The statement should include: (a) several outstanding features of the district or school with the necessary supporting data and (b) several areas in need of improvment in the district or school, along with suggestions of ways by which the district or school might effect the needed improvements.

   Consideration should be given to special comments about board-staff relationships, school plant, district/school/community relationships, alternative learning patterns, financing, school environment, and district or school goals and objectives. This section should be more than a repetition of the specific items within area and subject reports.

7. specific commendations and recommendations for each one of the specific criteria listed in the table of contents of the self-study document. These commendations and recommendations should be grammatically correct, succinct, clear and nonrepetitious. While they should avoid being too detailed, they should be clearly understandable to the various people who will be reading them. Commendations and recommendations should be handled as separate items.

8. a statement of encouragement to the district or school to utilize the results of the self-study and the visiting team's report.

9. an expression of appreciation for the hospitality and cooperation received.

DUTIES OF A LOCAL DISTRICT FOR AN EVALUATION TEAM VISITATION

Length of Visitation

It is suggested that the evaluation visit for the average school district be conducted over a four-day period. Larger school districts with a number of buildings will naturally require a greater length of time as well as modifications in the visiting team's schedule. In districts with a small number of teachers or where one smaller-sized building is evaluated, less time for visitations would be required.

Composition of Visiting Team

It is recommended that the visiting team membership be composed of:

1. classroom teachers (representing a variety of grade levels and of content areas),
2. administrators (central and building),
3. supervisors,
4. supportive services personnel,
5. a college or university representative,
6. an intermediate unit representative,
7. a Department of Education representative (optional),
8. parents,
9. a school board member (optional), and
10. a community leader (optional).

The chairperson should have had prior experience as a member of a visiting team and should be consulted in the selection of the team members. Members from outside the intermediate unit should be in the majority.

Prior to the visitation, the district:

1. selects an evaluation coordinator.
2. provides and participates in activities relating to the self-study process and procedures.
3. completes the self-study within one year.
4. appoints a visiting team chairperson.
5. selects and notifies the members of the visiting team in conjunction with the visiting team chairperson.

6. selects school representatives to meet with the chairperson of the visiting team.

7. prepares timetables.

8. four weeks in advance, forwards the following materials to the visiting team members to assist them in preparing for their visit:

   a. final report of self-study,
   b. district's and school's philosophy and objectives,
   c. district's and school's management goals,
   d. all planned courses which are relative to the committee members' assignments,
   e. map of the district on which the schools are easily identified,
   f. number of staff members and their class assignments,
   g. enrollment by grade level, and
   h. number of classes at each school.

9. collects the following documents to be used by the visiting team members during their visit:

   a. all planned courses of study,
   b. copies of all bargaining unit contracts,
   c. school district and department budgets,
   d. copies of the student, parent, teacher, and principal handbooks,
   e. copy of district policy manual,
   f. a listing of all textbooks including subject area, title, author, publisher, copyright date, and adoption date,
   g. a listing of all special instructional materials and equipment available within each school exclusive of library books and periodicals,
   h. an analysis of student population for the previous four years, the current year and projections for the next four years,
   i. report on the socioeconomic make-up of the community,
   j. samples of school cafeteria menus,
   k. a listing of field trips and community resources utilized by the staff for the past year,
   l. a listing of student extracurricular activities for the past year and the number of students participating in each activity,
   m. a listing of interscholastic activities for the past year and the number of students participating in each activity,
   n. a listing of current salaries of each extracurricular sponsor, interscholastic coach and assistants, department heads, etc.
   o. a description and schedule of staff in-service education programs and activities for the past year,
   p. a listing of approved professional activities and participating personnel for the past year (conferences, meetings, etc.),
   q. a listing of activities which promoted parent and community involvement during the past year,
   r. copies of public relations publications/releases (newsletters, announcements, program pamphlets, etc.),
   s. a copy of the district's testing schedule and all current scoring summaries including Educational Quality Assessment,

t. blank copies of evaluation committee report forms for each member of the subcommittee, and

u. copies of student registration blanks, report cards, cumulative record forms, guidance forms, referral forms, health forms, student emergency forms, staff emergency forms, requisition forms, personnel forms, maintenance request forms and miscellaneous forms.

10. informs staff of progress of visiting team's arrangements.

During the visitation, the district:

1. provides adequate working quarters and equipment needs for the visiting team to perform its duties.

2. provides clerical assistance to the visiting team as needed.

3. designates one person in each building to serve as a coordinator for requests for aid or materials.

4. encourages staff to adhere to a daily schedule to facilitate visitations by the team.

5. designates parents, board members, students, and/or available staff members as hosts at each building to receive and assist visiting team members.

6. makes provisions to hear the visiting team's oral report.

After the visitation, the district:

1. evaluates the efforts of the visiting team and reports any concerns to the chairperson.

2. sends courtesy letters to all visiting team participants and their superintendents.

3. sends a copy of the report to the Department of Education upon completion of the evaluation.

4. reviews the evaluation report and makes plans to implement it through the Long Range Plan for School Improvement.

APPENDIX A

SELECTION OF VISITING TEAM MEMBERS AND PRE-VISIT CORRESPONDENCE

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SAMPLE

Request For Nominations From Host Superintendent

October 18, 1982

Dr. Ruth House
Superintendent
700 Ohio Avenue
Wayward School District
Wayward, PA 18627

Dear Dr. House:

The Tusk School District will be evaluating its (elementary/middle/junior/secondary) school curriculum and facilities on April 8-11, 1983. We have utilized the Pennsylvania Educational Needs Assessment Self-Study Guide and are now ready to invite a visiting team to our district. Mr. Elmer Berg from Harristown School District will be chairperson of the visiting team which will consist of eighteen educators from Pennsylvania.

To obtain members to serve on the visiting team, I would appreciate your requesting two candidates from your district to complete the enclosed "Preference for Committee Assignment" forms. Please return it in the enclosed self-addressed, stamped envelope by Friday, November 16, 1982. Only one individual from your district will be selected to serve on the visiting team. Once the request forms are returned to me, I will notify you of our selection.

I realize this is an imposition and expense to your district; however, over the years our district has cooperated with other districts in this process and have found it to be a very valuable experience for our staff members. I sincerely hope that you will see this as being a valuable educational experience for your staff member and be able to assist the Tusk School District through participation. The only expense to your district will be compensation for the substitute teacher. Our district will pay mileage, lodging and food for the team member.

Sincerely,

J. Douglas Smith
Superintendent

Enclosures

JDS/rh

SAMPLE

Nominee's Preference For Committee Assignment

COMMITTEE ASSIGNMENT REQUEST FORM

Name:	Mr. Larry Brown	School:	East Junior High School
Home Address:	500 Prospect Avenue Wayward, PA 18627	School Address:	900 South Fork Wayward School District Wayward, PA 18627
Home Telephone:	(777) 845-3423	School Telephone:	(777) 895-6200

If I am selected to serve on the visiting team for the Tusk School District, I would prefer to serve on the following committees as indicated.

Elementary

General Areas - Please rank your interest by numbering the following areas from 1 to 10 with "1" being your first choice and "10" your last.

3	Central Administration	6	Library Media Services
1	Building Administration	10	Pupil Personnel Services
2	General Assessment	4	Alternative Patterns
5	School Environment	9	School Community Relations
7	Education for Exceptional Children	8	School Plant

Instructional Areas - Please rank your interest by numbering the following areas from 1 to 10 with "1" being your first choice and "10" your last.

2	Communication	10	Health
6	Mathematics	1	The Arts
7	Science	5	Environmental Education
8	Social Studies	3	Practical Arts
9	Physical Education	4	Early Childhood

Please return to:

J. Douglas Smith, Superintendent
Tusk Area School District
P.O. Box 150
Merchantville, PA 19960

SAMPLE

Nominee's Preference For Committee Assignment

Name:	Mr. Larry Brown	School:	East Junior High School
Home Address:	500 Prospect Avenue Wayward, PA 18627	School Address:	Wayward School District Wayward, PA 18627
Home Telephone:	(777) 895-3423	School Telephone:	(777) 895-6200

If I an selected to serve on the visiting team for the Tusk School District, I would prefer to serve on the following committees as indicated.

Middle/Junior

General Areas - Please rank your interest by numbering the following areas from 1 to 11 with "1" being your first choice and "11" your last.

3	Central Administration	10	Pupil Personnel Services
1	Building Administration	4	Alternative Patterns for Learning
2	General Assessment	11	Student Activities
5	School Environment	9	School Community Relations
7	Education for Exceptional Children	8	School Plant
6	Library Media Services		

Instructional Areas - Please rank your interest by numbering the following areas from 1 to 15 with "1" being your first choice and "15" your last.

3	English	10	Health	15	Home Economics
5	Reading	4	Environmental Education	13	Industrial Arts
6	Mathematics			14	Business Education
7	Science	2	Art	12	Practical Arts
8	Social Studies	1	Music		
9	Physical Education	11	Foreign Language		

Please return to:

J. Douglas Smith, Superintendent
Tusk Area School District
P.O. Box 150
Merchantville, PA 19960

SAMPLE

Nominee's Preference For Committee Assignment

COMMITTEE ASSIGNMENT REQUEST FORM

Name:	Charles Moon	School:	Wayward Senior High School
Home Address:	900 Indiana Avenue Wayward, PA 18627	School Address:	700 East Main Wayward School District Wayward, PA 18627
Home Telephone:	(777) 895-2314	School Telephone:	(777) 895-6200

If I am selected to serve on the visiting team for the Tusk School District, I would prefer to serve on the following committees as indicated.

Secondary

General Areas - Please rank your interest by numbering the following areas from 1 to 11 with "1" being your first choice and "11" your last.

1	Central Administration	4	Pupil Personnel Services
3	Building Administration	10	Alternative Patterns for Learning
2	General Assessment	8	Student Activities
5	School Environment	11	School Community Relations
6	Education for Exceptional Children	9	School Plant
7	Library Media Services		

Instructional Areas - Please rank your interest by numbering the following areas from 1 to 15 with "1" being your first choice and "15" your last.

15	English	4	Environmental Education
14	Reading	7	Physical Education
1	Mathematics	8	Health
2	Science	5	Business Education
13	Social Studies	9	Driver Education
10	Foreign Language	6	Home Economics
11	Music	3	Industrial Arts
12	Art		

Please return to:

J. Douglas Smith, Superintendent
Tusk Area School District
P.O. Box 150
Merchantville, PA 19660

SAMPLE

Notification From Host Superintendent To Superintendent Of Nominee Selected

November 20, 1982

Dr. Ruth House
Superintendent
700 Ohio Avenue
Wayward School District
Wayward, PA 18627

Dear Dr. House:

You recently submitted two names of individuals you would recommend to serve on our visiting team to evaluate our school curriculum and activities. Your assistance in this matter is very much appreciated and will enable our school district to continue its improvement efforts.

Mr. Larry Brown has been selected to serve on our visiting team from April 8-11, 1983. A confirmation letter will be sent to Mr. Brown.

Although Mr. Charles Moon was not selected due to his area of interest being heavily chosen, a courtesy letter will be sent to him in appreciation of his willingness to serve on our visiting team.

Thank you for your cooperation and willingness to release a staff member to serve. If our district can assist you in the future, feel free to contact me.

Sincerely,

J. Douglas Smith
Superintendent

JDS/rh

SAMPLE

Notification From Host Superintendent To Nominee Not Selected

November 20, 1982

Mr. Charles Moon
Wayward School District
700 East Main
Wayward, PA 18627

Dear Mr. Moon:

We appreciate your willingness to serve on the visiting team for the Tusk School District evaluation. In the nominees' preferences for committee assignments, your areas of interest were heavily selected.

Although you have not been selected as a member of this evaluation team, we hope that you will have the opportunity to serve on some similar team in the future. The fact that your superintendent recommended you is commendable.

Thank you for responding to our request.

Sincerely,

J. Douglas Smith
Superintendent

JDS/rh

SAMPLE

Notification And Enclosures From Host Evaluation Coordinator To Nominee Selected

November 22, 1982

Mr. Larry Brown
East Junior High School
Wayward School District
Wayward, PA 18627

Dear Mr. Brown:

I am very pleased that you have accepted the invitation to serve on the visiting team for the Tusk School District evaluation which will be held April 8-11, 1983.

I am forwarding you a copy of Pennsylvania's Needs Assessment Self-Study as well as the Guidelines for Visiting Teams. You should become familiar with these materials prior to your arrival in our district.

A team roster is enclosed for your information. Motel accommodations will be provided for team members beginning on April 8. Since much of the committee's work is done in the evening, it is important that you plan to spend the evenings at the motel so that the team can accomplish its goals.

All necessary materials and instructions will be sent to you in early February.

If you need any assistance, please call me at (717) 421-3214.

Sincerely,

Joseph Doe
Evaluation Coordinator

Enclosure

JD/rh

SAMPLE

TUSK SCHOOL DISTRICT
P.O. Box 150
Merchantville, Pennsylvania 19960

Evaluation Coordinator: Joseph Doe
Pennsylvania's Educational Needs Assessment Self-Study Evaluation

Dates: April 8-11, 1983

VISITING TEAM ROSTER

Chairperson: Mr. Elmer Berg
Assistant Superintendent
Harristown School District

Mr. Larry Brown
Music Supervisor
Wayward Area School District

Mr. Charles Carson
Director of Student Activities
Northern Area School District

Mrs. Barbara Charms
English Teacher
Harrisburg School District

Mr. Alvin Crane
Mathematics Teacher
Big Town Area School District

Dr. Richard Hook
Professor of School Administration
University of Pittsburgh

Mr. James Miller
Principal
Long Acre Middle School
Long Acre School District

Mr. Ronald J. Ging
Science Teacher
South Maple Middle School
South Maple School District

Mrs. Alice Hartman
Librarian
James Brown High School
Tusk School District

Ms. Diane Harvard
School-Community Relations
Boiling Springs School District

Mr. Jeffrey Herman
Director of Pupil Personnel Services
Anderson Middle School
Anderson School District

Mr. LeRoy Rent
Health & Physical Education Teacher
Newtown Junior High School
Cone Valley School District

Dr. Paul Rich
Assistant Executive Director
Oxford Intermediate Unit

VISITING TEAM ROSTER (Cont'd)

Miss Joyce Norris
Art Teacher
York Junior High School
Yorktown School District

Mr. Lawrence Parsons
Principal
Coaltown Area School
Coaltown School District

Mr. John Wilder
Social Studies Teacher
West Chester Junior High School
West Chester School District

Miss Hazel Williams
Health & Physical Education Teacher
Morey Middle School
Morey School District

SAMPLE

Pre-Visit Letter And Enclosures From Evaluation Coordinator To Team Members

February 10, 1983

Mr. Larry Brown
East Junior High School
Wayward School District
Wayward, PA 18627

Dear Mr. Brown:

In preparation for the visiting team evaluation of our middle/junior high school on April 8-11, 1983, I am enclosing the Pennsylvania Educational Needs Assessment Self-Study materials which were completed by our staff. This also includes the enrollment data and financial trends for the Tusk Area School District. Please review these materials and bring them with you for the evaluation in early March. All other materials will be forwarded to you by Mr. Elmer Berg, the visiting team chairperson.

If you have any questions, please call me at (717) 421-3214.

Sincerely,

Joseph Doe
Evaluation Coordinator

Enclosures

JD/rh

Enclosure

Financial Trends for the past four years, ending with current year, if available.

	Previous Years								Current Year	
	19__	19__	19__	19__	19__	19__	19__	19__	19__	19__
Current Revenue: Local Sources - State Sources - Federal Sources - Total -										
Current Expenditures										
Ratio										
Fund Balance or Deficit										
Debt Service (dollars and percentage)										
Market Value										
Assessed Value										
Ratio										
Taxes Not Collected (dollars and percentage)										

Enclosure

Enrollment Data

Use the chart to show student enrollment, i.e., membership by grade level for four years prior to the current year and four years beyond the current year. Additional narrative may be attached.

Years	Grades K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attending AVTS
Pre-Year 4 19__ 19__															
Pre-Year 3 19__ 19__															
Pre-Year 2 19__ 19__															
Pre-Year 1 19__ 19__															
Current Year 19__ 19__															
Post-Year 1 19__ 19__															
Post-Year 2 19__ 19__															
Post-Year 3 19__ 19__															
Post-Year 4 19__ 19__															

SAMPLE

Pre-Visit Letter And Enclosures From Chairperson To Team Members

March 4, 1983

Mr. Larry Brown
East Junior High School
Wayward School District
Wayward, PA 18627

Dear Mr. Brown:

In a month, the visiting team will be gathering at the Four Winds Motel which is located in Merchantville. I am very pleased that you are able to be a member of the team and I am looking forward to meeting and working with you.

Reservations have been made for you at the Four Winds Motel and our first meeting will be held at the motel on April 8 at 4:00 p.m. A schedule, map and travel instructions are enclosed. Please plan to arrive during the early afternoon so you can get settled and be at the meeting promptly at 4:00 p.m. Since this is our orientation meeting, it is very important. At 6:00 p.m. we will go to dinner with the faculty, administrators, board members and community representatives. We will continue our orientation meeting after the dinner meeting. Please complete the enclosed emergency information form and return it to me at this meeting.

I am enclosing committee assignments as well as a team roster with addresses and telephone numbers. You may want to carpool with one of the team members. The district will be paying your mileage so you should keep account from your home to the school. Be careful to keep receipts of any other expenses incurred. A reimbursement form is included for your record-keeping.

If you have not already received it, the evaluation coordinator will be sending you a copy of the districts self study for this evaluation. Please have this and the Pennsylvania Needs Assessment Self-Study for middle/junior schools with you for the visit.

If you have any questions, please call me at (717) 424-8501.

Sincerely,

Elmer Berg
Chairperson of Visiting Team

Enclosures

JTD/rh

VISITING TEAM ROSTER

Chairperson: Mr. Elmer Berg
Harristown School District
Pine and Maple Streets
Harrison, PA 18830
Phone: (717) 424-8501

Mr. Larry Brown
East Junior High School
Wayward Area School District
Wayward, PA 18627
Phone: (777) 895-6200

Mr. Charles Carson
Northern Area Middle School
Northernburg, PA 17720
Phone: (782) 851-5800

Mrs. Barbara Charms
Harrisburg Junior High School
Line Street
Harrisburg, PA 15327
Phone: (287) 158-0029

Mr. Alvin Crane
Maple Avenue Middle School
Big Town Area School District
Big Town, PA 14037
Phone: (332) 415-8301

Mr. Richard Hook
Hanes School District
109 East Walnut Street
Hanes, PA 13371
Phone: (214) 878-8990

Mr. James Miller
Long Acre Middle School
1st Street
Long Acre, PA 10734
Phone: (312) 866-9901

Mr. Ronald J. Ging
South Maple Middle School
South Maple School District
P.O. Box 157
Deer Grove, PA 11142
Phone: (242) 899-2120

Mrs. Alice Hartman
James Brown High School
Tusk School District
P.O. Box 149
Tusk, PA 16336
Phone: (234)991-4444

Ms. Diane Harvard
Boiling Springs Middle School
Boiling Springs School District
York, PA 17777
Phone: (432) 817-8170

Mr. Jeffrey Herman
Anderson Middle School
370 South Ridge Avenue
Anderson, PA 15722
Phone: (412) 233-4176

Mr. LeRoy Rent
Newtown Junior High School
Cone Valley School District
Newtown, PA 15004
Phone: (689) 123-4567

Dr. Paul Rich
Oxford Intermediate Unit
New London, PA 18322
Phone: (891) 987-6543

VISITING TEAM ROSTER (Cont'd)

Miss Joyce Norris
York Junior High School
Yorktown School District
Horn & Southern Road
Yonkers, PA 13407
Phone: (422) 566-2345

Mr. John Wilder
West Chester Junior High School
128 Banner Street
West Chester, PA 14047
Phone: (456) 789-0020

Mr. Lawrence Parsons
Coaltown Area School
P.O. Box 154
Coaltown, PA 19976
Phone: (122) 567-8910

Miss Hazel Williams
Morey Middle School
Route 1
Motown, PA 19870
Phone: (788) 432-5670

Joseph Doe, Evaluation Coordinator
Tusk School District
P.O. Box 150
Merchantville, PA 19960
(717) 421-3214

Four Winds Motel (717) 421-4123

SAMPLE

VISITING TEAM COMMITTEES

April 8-11, 1983

Mr. Elmer Berg, Chairperson

Administration

Mr. Lawrence Parsons, Chairperson
Mr. James Miller

Communications

Mrs. Barbara Charms, Chairperson
Mrs. Alice Hartman
Mr. Jeffrey Hicks

Mathematics

Mr. Alvin Crane, Chairperson
Mr. Ronald J. Ging
Dr. Paul Rich

Science

Mr. Ronald J. Ging, Chairperson
Mr. Alvin Crane
Miss Joyce Norris

Social Studies

Mr. John Wilder, Chairperson
Mr. Larry Brown

Physical Education

Miss Hazel Williams, Chairperson
Mr. LeRoy Rent

Pupil Personnel Services

Mr. Jeffrey Herman, Chairperson
Mr. John Wilder

Health

Mr. LeRoy Rent, Chairperson
Miss Hazel Williams

Art

Miss Joyce Norris, Chairperson
Mr. Ronald J. Ging

Music

Mr. Larry Brown, Chairperson
Mr. Charles Carson

Education for Exceptional Children

Mr. James Miller, Chairperson
Mr. Lawrence Parsons

Library/Media

Mrs. Alice Hartman, Chairperson
Mrs. Barbara Charms
Mr. Richard Hook

School-Community Relations

Mr. Richard Hook, Chairperson
Miss Diane Harvard

School Plant

Dr. Paul Rich, Chairperson
Mr. Alvin Crane

SAMPLE

VISITING TEAM SCHEDULE

Day 1

2:00 p.m. - 4:00 p.m.	-	Arrival of Visiting Team Members
4:00 p.m. - 5:00 p.m.	-	Orientation Meeting with Chairperson
5:45 p.m.	-	Departure for School
6:00 p.m. - 7:00 p.m.	-	Reception for Visiting Team
7:00 p.m. - 8:30 p.m.	-	Dinner Meeting
9:00 p.m. - ?	-	Team Planning and Organizational Meeting

Day 2

7:45 a.m.	-	Breakfast
8:30 a.m.	-	Departure for School
8:45 a.m. - 3:30 p.m.	-	Visitations for Evaluation
		LUNCH in School Cafeteria
3:45 p.m. - 5:00 p.m.	-	Visiting Team Committee Meeting at School District
5:00 p.m. - 6:00 p.m.	-	Return to Motel
6:00 p.m. - 7:00 p.m.	-	Dinner
7:00 p.m. - ?	-	Visiting Committee and Individual Team Meetings

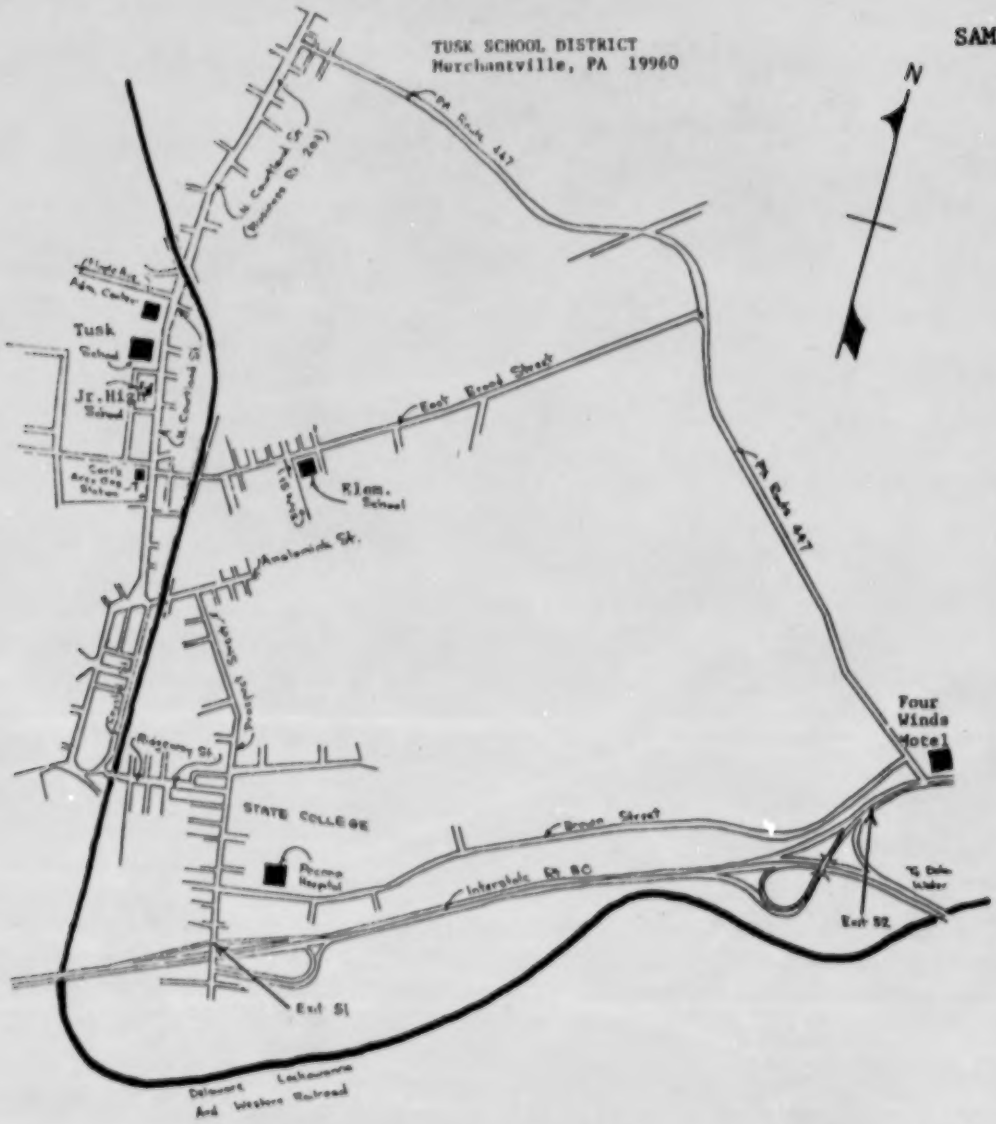
Day 3

7:45 a.m.	-	Breakfast
8:30 a.m.	-	Departure for School
8:45 a.m. - 3:30 p.m.	-	Visitations for Evaluation
		LUNCH in School Cafeteria
3:45 p.m. - 5:00 p.m.	-	Visiting Team Committee Meeting at School District
5:00 p.m. - 6:00 p.m.	-	Return to Motel
6:00 p.m. - 7:00 p.m.	-	Dinner
7:00 p.m. - ?	-	Visiting Team Committee and Individual Team Meetings with Oral Reports

Day 4

7:45 a.m.	-	Breakfast
8:30 a.m.	-	Departure for School
8:45 a.m. - 12:00 p.m.	-	Complete Visitation Type and Proofread Committee Reports Select Significant Items for Oral Report Review Oral Report
12:00 p.m. - 12:30 p.m.	-	LUNCH in School Cafeteria
12:30 p.m. - 3:00 p.m.	-	Finalize Reports Complete Team Rating of Self-Study Criteria
3:00 p.m. - 3:45 p.m.	-	Oral Report by Chairperson

SAMPLE



Directions to Tusk School

Take Exit 52 off Interstate Rt 80 to the Four Winds Motel. Turn left onto Rt 447 and proceed to the traffic light at the intersection of Business Rt 209 (N. Courtland Street). Turn left, proceed to and across the railroad tracks. The School is shortly after this to the right.

OR

Take Exit 51 off Interstate Rt 80. Turn right onto Prospect St. and proceed to the intersection of Prospect and Analomink Sts. Turn left, proceed across railroad tracks, make the next immediate right onto N. Courtland St. (Business Rt 209), and proceed to the School, located a short distance down N. Courtland St. on the left hand side.

SAMPLE

Emergency Information

Complete this form and return it to the visiting team chairperson at the orientation meeting.

Name_____ Home Phone_____

Home Address_____

_____

_____

School District_____ School Phone_____

Indicate by a brief statement of any special medication, medical problems, or any circumstances which might affect your participation as a member of the visiting team committee.

Persons to contact in an emergency:

Name_____ Phone Number_____

Name_____ Phone Number_____

SAMPLE

Reimbursement Form*

PERSONAL EXPENSE ACCOUNT

Please Print:

Full Name_____

Mailing Address_____

City, State and Zip Code_____

EVENT: Pennsylvania's Educational Needs Assessment Self-Study Visitation at

_____

Date: _____

Items	TOTALS
Air or Bus Fares From To	
Automobile @ _____ a mile From To Mi.	
Turnpike Tolls	
Parking	
Meals not provided: Breakfast	
Lunch	
Dinner	
TOTALS	

_____ _____

TEAM MEMBER'S SIGNATURE CHAIRPERSON SIGNATURE

*Optional: District may use own form

APPENDIX B

COMMITTEE REPORT FORM

Committee Report Form

TUSK AREA SCHOOL DISTRICT

TUSK SCHOOL

COMMITTEE: _____

COMMITTEE MEMBERS: _____, Chairperson

_____

_____

STATEMENT:

COMMENDATIONS:

The visiting team makes the following commendations to the Tusk Area School District:

RECOMMENDATIONS:

The visiting team makes the following recommendations to the Tusk Area School District:

APPENDIX C

COURTESY LETTERS TO VISITING TEAM MEMBERS

AND COOPERATING DISTRICT PERSONNEL

SAMPLE

Courtesy Letter to Visiting Team Members

April 18, 1982

_____
_____
_____

Dear _____:

On behalf of the administration and staff of the _____ School District, I would like to express my appreciation for the professional service which you rendered to our school district.

The professional manner in which the team members conducted the evaluation was clearly evident and we are confident that the visiting team's report will be of significant value in developing our Long Range Plan for School Improvement.

We trust your experience was professionally rewarding and hope your participation will be of value as you work in your own district.

Sincerely,

J. Douglas Smith
Superintendent

JDS/rh

SAMPLE

Courtesy Letter to Cooperating District

April 18, 1983

_____
_____
_____

Dear _____:

Your cooperation in providing a professional staff member to serve on the evaluation team in our school district is sincerely appreciated.

Mr. John Smith's expertise and professional services were an asset to the visiting team and the evaluation process in the _____ School District.

We commend you and your school district for your willingness to assist us in conducting the Pennsylvania Educational Needs Assessment and we are grateful for your support.

Sincerely,

J. Douglas Smith
Superintendent

JDS/rh

APPENDIX D

PENNSYLVANIA NEEDS ASSESSMENT RELATIONSHIP TO

LONG RANGE PLAN FOR SCHOOL IMPROVEMENT

PENNSYLVANIA NEEDS ASSESSMENT RELATIONSHIP TO LRPSI

LRPSI ITEM	LRPSI - STATEMENT	PENNSYLVANIA NEEDS ASSESSMENT - SELF STUDY			Visiting Team
		Elementary	Middle/Junior	Secondary	
SECTION I:	EDUCATIONAL PROGRAMS				
1.	List the district's goals adopted by the school board to structure LRPSI in the areas of educational programs and services. Indicate the relationship between district's goals and the Twelve Goals of Quality Education.	P. 13, #1	P. 13, #1	P. 13, #1	
2.	For each of the Twelve Goals of Quality Education, list by grade level the titles of the district's Planned Courses.				
	A. Indicate which Planned Courses include intergroup concepts and which include content related to the history, contribution and roles of minority racial and ethnic groups and of women.	P. 13, #2 P. 14 PP. 31-33	P. 13, #2 P. 14 PP. 31-33	P. 13, #2 P. 14 PP. 31-33 PP. 115-117	
	B. Describe the efforts that have been made to coordinate and articulate individual Planned Courses among staff across grades, goal areas and buildings (K-12).	P. 15, #3	P. 15, #3	P. 15, #3	
	C. Describe the effort that has been made to involve staff in supplementing the curricula so that your school program is tailored to local curriculum needs if your district relies on externally produced curriculum in any goal K-12.	P. 15, #4	P. 15, #4	P. 15, #4	

PENNSYLVANIA NEEDS ASSESSMENT RELATIONSHIP TO LRPSI

LRPSI ITEM	LRPSI - STATEMENT	PENNSYLVANIA NEEDS ASSESSMENT - SELF STUDY			Visiting Team
		Elementary	Middle/Junior	Secondary	
SECTION I:	EDUCATIONAL PROGRAMS				
3.	List by goal the data and information sources actually used to assess student growth.	P. 16, #5 P. 96, #15 P. 101, #1	P. 16, #5 P. 100, #15 P. 105, #1	P. 16, #5 P. 94, #14 P. 99, #1	P. 10, #9s
4.	List by building the goal areas where student growth is evident and list the goal areas where student growth is not evident or where no data about student growth is available.	P. 25, 26, #1d, 1e, 1f PP. 95-99	P. 25, 26, #1d, 1e, 1f PP. 99-104	P. 25, 26, #1d, 1e, 1f PP. 93-98	
5.	List the district-wide and building-specific priority goals for action planning.	P. 16, #6 P. 26, #1g	P. 16, #6 P. 26, #1g	P. 16, #6 P. 26, #1g	
SECTION 2:	SCHOOL DISTRICT MANAGEMENT				
1.	List the district management goals adopted by the school board.				P. 10, #8c
2.	Describe the local and regional trends observed from a five-year history of student enrollment, area population, ethnic groups family income, median income in the district compared to surrounding areas, land use changes, home ownership and rentals, new housing, zoning and other conditions in the district and surrounding areas.				P. 10, #9h 9i

PENNSYLVANIA NEEDS ASSESSMENT RELATIONSHIP TO LRPSI

LRPSI ITEM	LRPSI - STATEMENT	PENNSYLVANIA NEEDS ASSESSMENT - SELF STUDY			
		Elementary	Middle/Junior	Secondary	Visiting Team
SECTION 2:	SCHOOL DISTRICT MANAGEMENT				
3.	Project through the fifth year of the plan, the student enrollment and student composition (sex and race/ethnic group) for the district overall for each grade and for each building. Indicate whether the district is a member of an area vocational-technical school (AVTS).				P. 10, #9h #9i
4.	Describe each district facility in terms of: (1) Its age (note dates of renovations/additions). (2) Current student enrollment (number/grades). (3) Student capacity. (4) Proportion of capacity used and expected to be used over the next ten years. (5) Its condition.	PP. 107-112	PP. 113-118	PP. 107-111	
5.	Describe the employment patterns of the district in terms of: (1) Changes in number of composition of district building staff in relation to changes in number or composition of students. (2) The district's written policy on equal employment opportunity. (3) The district's administrative procedures and practices to carry out the employment policy.	PP. 20-22 P. 26, #1h	PP. 20-22 P. 26, #1h	PP. 20-23 P. 26, 1h	

PENNSYLVANIA NEEDS ASSESSMENT RELATIONSHIP TO LRPSI

LRPSI ITEM	LRPSI - STATEMENT	PENNSYLVANIA NEEDS ASSESSMENT - SELF STUDY			
		Elementary	Middle/Junior	Secondary	Visiting Team
SECTION 2:	SCHOOL DISTRICT MANAGEMENT				
6.	Describe the financial trends for the past five years, ending with the current year, in terms of: (1) Ratio of actual current revenue to actual expenditures. (2) Fund balance. (3) Real estate and other taxes not collected when due. (4) Ratio of market value of real estate when due. (5) Debt service. (6) Revenue from local, state, and federal sources.	PP. 23-24, #13	PP. 23-24, #13	PP. 23-24, #13	P. 10, #9c
SECTION 3:	PERSONNEL DEVELOPMENT				
1.	Describe and analyze the personnel development plans indicated in action plans which have been developed for school district management or programs and services.	P. 17, #7h P. 21, #10c P. 23, #12d P. 26, #1h-4	P. 17, #7h P. 21, #10c P. 26, #1h-4	P. 17, #7h P. 21, #10c P. 23, #12d P. 119, #46 P. 119, #47 P. 125	PP. 10 #9o-9p
SECTION 4:	COMMUNITY/STAFF INVOLVEMENT				
1.	Describe specifically how the community, staff, and students, were identified, invited and selected for involvement at both the district and building level.	P. 23, 24, #14	P. 23, 24, #14	P. 24, #14	P. 10
2.	Describe what actions were taken to assure that all interested persons had an opportunity to see and comment on the total plan before the board approved it.	P. 28, #3 PP. 103-105	P. 28, #3 PP. 111-112	P. 28, #3 PP. 105-106	#9q, 9r 9p

PENNSYLVANIA NEEDS ASSESSMENT RELATIONSHIP TO LRPSI

LRPSI ITEM	LRPSI - STATEMENT	PENNSYLVANIA NEEDS ASSESSMENT - SELF STUDY			
		Elementary	Middle/Junior	Secondary	Visiting Team
SECTION 4:	COMMUNITY/STAFF INVOLVEMENT				
3.	Summarize the district and building plans for ongoing community/staff involvement.				
SECTION 5:	NONDISTRICT SUPPORT SERVICES				
	Include the names of visiting team members as a resource, if utilized.				